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ABSTRACT

Designed for courses on the diagnosis and remediation of reading, this book introduces readers to running records, informal reading inventories, miscue analysis, retellings, think-alouds, writing rubrics, portfolios, and student self-evaluation while offering theoretical background for decision making. The book emphasizes careful observation of children in many types of reading and writing activities, stressing the development and application of teachers' diagnostic insights. New to the third edition are brief "pause and reflect" questions that ask readers to think diagnostically and draw implications for instruction, "try it out" sections at the end of each chapter to provide further applications, and numerous suggestions for assembling student and teaching portfolios. Chapters in the book are: (1) Model for Reading Diagnosis and Instructional Planning; (2) Knowledge of Print: Its Development, Assessment, and Instructional Support; (3) Knowledge of Print: Oral Reading Analysis and Instructional Support; (4) Prior Knowledge and Vocabulary: Development, Assessment, and Instructional Support; (5) Reading Comprehension: Its Nature and Development; (6) Reading Comprehension: Assessment and Instructional Support; (7) Writing: A Window on Reading; (8) Dynamic Assessment: Case Studies of Assessment and Instruction; (9) Using Informal Reading Inventories for Assessment; and (10) Decision Making: Organizing, Using, and Communicating Assessment Information. Contains over 250 references. Appendixes present the Dolch Basic Sight Vocabulary, the Blachowicz Informal Phonics Survey, and the complete records of performance on an informal reading inventory of one student. (RS)

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